

Examining our Practice

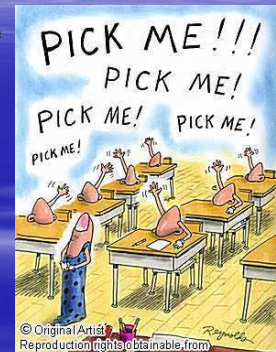
Pedagogy, curriculum and
assessment

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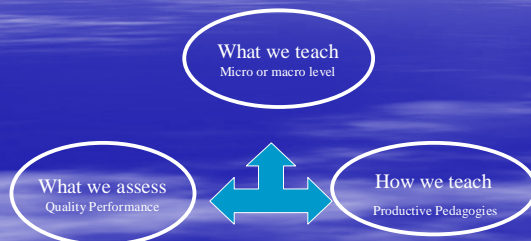
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Before we go any further....

- two steps forward, one step back
 - Let's reflect on our current practice



Conceptual Pivots For Change ...need to consider



This session Goals

- Participants to
 - reflect on current practice through the use of protocols (professional dialogue tools)
 - Initiate discussions focusing on what are we currently doing and what knowledge and skills do we need to move forward



Why?

- Get an insight on what we do and use this as a starting point to reflect and grow on what we do well and what we might need to make more explicit
- To ensure our students are given the tools and information that will need to help them achieve expectations of what they need to know and understand

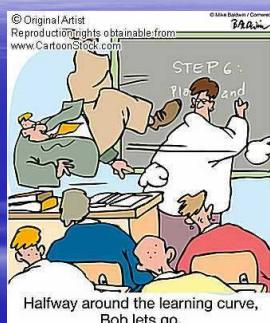


What is the Consultancy Protocol

- This is a useful tool for answering a **deliberate question**.
- It encourages discussion of major issues, problems or successes
- that participants may have had.

Positive Protocol experience is based on effective:

- Listening
- Questioning
- Reflection
- Being open to the learning



Purpose of the Consultancy Protocol

- The term “consult” is defined as “to ask not tell”, in this protocol, colleagues need to
- ask open ended questions to the presenter, to get them thinking about the solution,
- rather than them being an expert and trying to solve the problem for their colleague.

Socrates believed
that enabling people to
think for themselves was
more important than
filling their heads with
the ‘right’ answer.

Questions to Pose

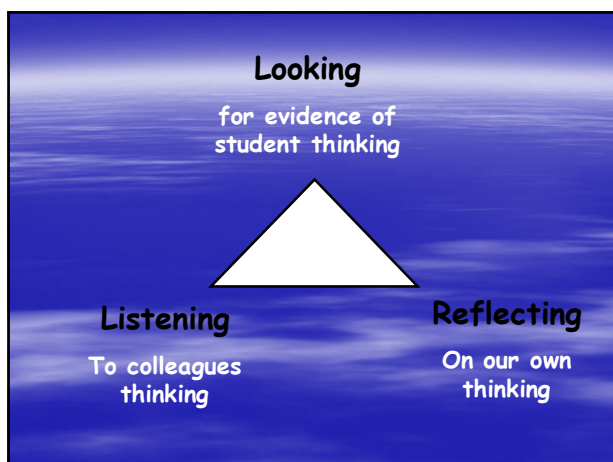
- Sample questions to pose:
 - How can I embed critical literacy skills to provoke higher order thinking with my students?
 - How can I engage all students to take ownership of their learning journey
 - How can I interweave intellectually and academically engaging activities within this unit?
 - How can I engage the at risk students to participate with the task?

Lets Get Started

What is it we need to know?

NORMS FOR PROFESSIONAL DIALOGUE

- 1. Adopt a sense of responsibility in and for the group**
- 2. Attend to others and listen**
- 3. Cooperate in good faith**
- 4. Aim for consensus decision making**
- 5. Confront problems respectfully**
- 6. Allow and give no put downs**
- 7. Accept where others are at**
- 8. Suspend judgment**



Participant Roles

- Facilitator – chairs the process
- Presenter – shares and discusses work
- Questioners – probe and challenge the presenter to find solutions to the problem

The Process

INTRODUCTION (2 - 3 minutes)

- Facilitator briefly introduces protocol goals, norms and agenda.

PRESENTER (5- 8 minutes)

The presenter gives a brief summary of class and work done. Students are not labelled eg low ability class etc... A question is then framed for colleagues to discuss. It is best to write the **question down and place it in the centre of the table**, to help focus the discussion.

Question Time

CLARIFYING QUESTIONS (3- 5 minutes)

- Participants have an opportunity to ask 'clarifying' questions - to get pieces of information that may have been omitted in the presentation and that they feel would help them to understand the context of the presentation. The facilitator should be sure to limit the questions to those that are 'clarifying'.

Sample Clarify Questions

These are information seeking questions that have a brief factual answer. Example:

- Did you have any guest speakers talk to the students?
- How many students participated in the extension activity?
- Were the students given the criteria sheet at the start of the unit?
- Have the students been exposed to this topic before?
- Is your basic point..... Or?
- What do you see as the main issue here?

Probing Questions

(10-15 minutes)

- These questions **do not offer solutions**; rather they are designed to get the presenter thinking of their own solution. The aim is to help the presenter clarify, deepen and expand their thinking about the issue – through this the presenter learns more about their thinking and about the work/issue they have presented.
- **Presenter responds to questions, but there is no discussion of their responses.**

Questions for Probing

- These are aimed at the presenter to start thinking more deeply about their problem.
 - Think about alternatives
 - Why it is a problem
 - What would the problem be like from a different perspective

Probing Questions

Suggestions

You could have students use the rubric to assess their own papers.

Probing

What would have to change for students to work more themselves and less for you?

Open ended

What could you use to promote student self assessment?

Sample Probing Questions

- What might you do differently next time?
- Why do you think that strategy did not work?
- How could you use other students in the class to promote learning?
- How are these view points alike/different?
- You seem to be assuming..... what evidence do you have to support this?

Hint

- If the question includes too many nouns then the question is probably solution directed.

Talk with each other

- Presenter sits back and listens to the discussion, taking notes on what is said **(they do not contribute at this stage)**.
- Example discussion topics: "what did you hear" "what didn't you hear" "what did you think about the issue". **Discussions should be both warm and cool feedback**
- Solutions can be offered here. Participants need to focus on the question during the discussion time.

Sample Discussion Topics

- This section indicates to me deep understanding because....
- The task does not seem to be explicit to the student because....
- Maybe the order of the task should have been...
- It seems like the students required more scaffolding in this area because.....
- another way of tackling this could be to.....

Thinking Schools

**'THE BEST WAY TO
PREDICT THE
FUTURE IS TO
CREATE IT'**

Peter Ellyard

